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REPORT OF THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN.

BY- DAVIS, JEROME AND OTHERS
MARYLAND GOVERNORS COMMISSION TO STUDY EDUC. NEEDS

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CONCERNED ABOUT DEVELOPING A COORDINATED, COMPREHENSIVE PROGRAM, THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN IN MARYLAND COMPILED INFORMATION FROM STUDY COMMITTEES, TESTIMONY, AND PERTINENT LITERATURE. EIGHT RECOMMENDATIONS ARE DETAILED IN THE REPORT--(1) THE ESTABLISHMENT OF A GOVERNOR'S INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE ON THE HANDICAPPED, (2) THE APPROVAL OF PHASE 2 OF THE COMMISION'S PROPOSED 5-YEAR PLAN FOR STATE FUNDING OF SPECIAL EDUCATION PROGRAMS, (3) THE STRENGTHENING OF THE SPECIAL EDUCATION SECTION OF THE MARYLAND STATE DEPARTMENT OF EDUCATION, (4) THE IMMEDIATE INAUGURATION OF LOCAL AND STATE RECRUITMENT PLANS FOR SPECIAL EDUCATION PERSONNEL, (5) STUDENT LOANS AND SCHOLARSHIPS FOR PROFESSIONAL TRAINING, (6) THE ESTABLISHMENT OF A STATE PLAN FOR THE PREPARATION OF PERSONNEL, (7) THE INCORPORATION OF SPECIAL EDUCATION OR REMEDIAL COURSE CONTENT IN THE TRAINING PROGRAM OF GENERAL CLASSROOM TEACHERS, AND (8) A REAPPRAISAL OF STATE CERTIFICATION STANDARDS FOR SPECIAL EDUCATION PERSONNEL. APPENDIXES PRESENT THE HOUSE JOINT RESOLUTION NO. 4, RESPONDENTS TO THE COMMISSION'S REQUEST FOR INFORMATION, THE PROPOSED JOINT RESOLUTION FOR AN INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE, AND THE PROPOSED SCHOLARSHIP BILL FOR PROFESSIONAL TRAINING. ALSO INCLUDED IN THE REPORT ARE A DESCRIPTION OF THE COMMISSION, A LIST OF ITS MEMBERS, AND EXPLANATIONS OF ITS PURPOSES AND PROCEDURES. TWO TABLES PROVIDE DATA. (AA/JD)

ED020611

Report of the Governor's Commission to Study the Educational Needs of Handicapped Children

November, 1967

EC002616

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Report of the

Governor's Commission to Study the

Educational Needs of Handicapped Children

November, 1967

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"Education must make good on the concept that no child within our society is either unteachable or unreachable—that whenever a child appears at the doors of our schools he presents a direct challenge to us and to all our abilities . . ."

FRANCIS KEPPEL, *U. S. Commissioner of Education*

LETTER OF TRANSMITTAL

November 1, 1967.

To His Excellency, Governor Spiro T. Agnew, the Legislative Council, the General Assembly, and the People of Maryland:

Pursuant to your instructions, the Governor's Commission to Study the Educational Needs of Handicapped Children in Maryland transmits herewith its report.

The importance of the study, the method of approach, and the recommendations are set forth in the report. During the brief period between the granting of a statutory basis and the filing of this report, the members of the Commission have worked with great dispatch and industry in developing the contents.

We wish to note our gratitude to the office of the Governor, to the staff members of the Department of Legislative Reference, the representatives of the State Department of Education, local private and public school systems, private and public agencies on local, State and Federal levels, and the many interested citizens who gave of their time to contribute to the work of the Commission.

The Commission would also like to acknowledge the valuable service rendered by members of its staff, Mrs. Wendy S. Kitt, Administrative Assistant, and Miss Joyce Goldberg, Secretary.

Respectfully submitted,

JEROME DAVIS, *Chairman*

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THE COMMISSION

The Governor's Commission to Study the Educational Needs of Handicapped Children in Maryland is composed of representatives of the State Departments of Education, Health, Juvenile Services, Mental Hygiene, and Public Welfare, a member of the staff of an independent voluntary school for handicapped, two respresentatives from the public school systems of the several political subdivisions, a representative from the Maryland School for the Blind, two interested and cognizant citizens (one of whom is a parent of a handicapped child), a member of each of the Houses of the General Assembly, and a Juvenile Court Judge. The organization of the Commission is in keeping with the provisions of 1967 House Joint Resolution No. 4, the passage of which gave a statutory basis to the work of the Commission.[1]

In the course of the study, several original members, the late Mr. Lloyd A. Ambrosen, Senator Mary L. Nock, and Sister Miriam Thomas, were compelled to resign due to overburdening demands on their time.

The following is a list of current Commission members:

Dr. Jerome Davis—*Chairman*
Director of Special Education
Board of Education of Baltimore County

Mr. Edward M. Akers
Auditor
Office of Comptroller of the Treasury

Mr. R. Kenneth Barnes
Assistant State Superintendent
Division of Vocational Rehabilitation
State Department of Education

Mr. Richard A. Batterton
Director
State Department of Juvenile Services

Dr. Frederick J. Brown, Jr.
Assistant State Superintendent
Division of Instruction Services
State Department of Education

Dr. Edward Davens
Deputy Commissioner
State Department of Health

Dr. Arthur Dorman
Member, House of Delegates
Prince George's County

Honorable Louise Gore
Member, State Senate
Montgomery County

Mrs. Lyle Blaine Gray
Director
Lyle Blaine Gray Diagnostic and Remedial Center

Honorable Ernest A. Loveless
Juvenile Court Judge
Prince George's County

[1] See Appendix I for the contents of House Joint Resolution No. 4.

Miss C. Elizabeth Rieg
Supervisor of Special Education
Board of Education of Prince George's County

Mrs. Wilbur P. Ulle
Member, Executive Committee and Board of Directors
National Association for Retarded Children
Parent of a handicapped child

Mr. James A. Vidmar
Deputy Director
State Department of Public Welfare

Dr. T. Glyne Williams
Assistant Commissioner, State Department of Mental Hygiene
Superintendent, Rosewood State Hospital

Mr. Herbert J. Wolfe
Superintendent, Maryland School for the Blind
State Department of Education

PURPOSES

The fundamental concern which prompted the establishment of a permanent Governor's Commission to Study the Educational Needs of Handicapped Children is the critical need in Maryland for the development of a well structured, coordinated, comprehensive program for its handicapped children.

There are numerous factors which lend credibility to this fundamental concern, some of which are:

1. Increased public awareness of needs and the recognition of the lack of necessary programs to meet these needs.
2. Accumulation and dissemination of information about the nature and needs of handicapped children and youth.
3. Development and availability of materials and techniques of remediation.
4. The recognition of the need for all those concerned with the handicapped to find ways of integrating their efforts toward a common goal. A Commission could serve as a common sounding board for health, welfare, education, parent, private school, and special interest groups. This Commission could organize information received from many sources in terms of the comprehensive nature of the problem, thus minimizing the danger of imbalance in emphasis on particular types of exceptionalities.

The Commission was established to further study, expand, pursue, and extend the work of the ad hoc Commission of 1966, to study programs for the handicapped on inter and intra state levels, and, ultimately, to assist in the development of an optimal program for Maryland.

This report basically represents the early stages of initiating the tremendous task of the 1966 Commission as well as the present Commission. However, it is important and strategic to submit all information gathered at this point as evidence of inroads along the proposed five year study plan and to examine the needs which require immediate review and action.

COMMISSION PROCEDURES

The Commission was appointed at the end of December 1966, with the hope of receiving a statutory basis for the conduct of its work. This was achieved on July 1, 1967 as the result of the enactment of House Joint Resolution No. 4 which gave clarity to the status of the Commission and allowed for the funding of operations, i.e., employment of staff, rental of office space, purchase of office equipment, etc.

Soon after its appointment, in December 1966, the Commission met to survey the nature of the task ahead and to determine the type of approaches to be employed in giving the proper direction to the study. It was agreed that the direction and magnitude of the study would center on the further development and expansion of the areas of top priority discussed in the November report of the 1966 Commission along with additional areas of priority listed below:

1. Recruitment, Selection, and Training of Special Education Personnel.
2. Inter-Departmental Coordination of Education and Training Services for Handicapped Children.
3. Financing and State Department of Education Organization of Special Education.
4. Early Identification and Treatment of Handicapped Children.
5. Broadening the Concept of Special Education to Include Preventative Educational Measures.
6. The Multiple-Handicapped Child; Diagnostic, Educational, and Communicative Problems Between and Among Disciplines.
7. Educational Programs within Institutions.
8. The Young Adult: Occupational Preparation and Placement.
9. Community Awareness in General and Parental Awareness in Particular.
10. Consistent Updating of Definition and Terminology Pertinent to Handicapped Children under Public School Law and the Regulations Governing such Laws.

Several members of the ad hoc Commission were appointed to serve on the present board, which helped to add continuity and to expedite the studying of these priority areas. Additional help was obtained by reviewing past testimonies and research data gathered during the five month interim period.

It was the concensus of the Commission that its study be comprehensive and deliberate to achieve thoroughness. Accordingly, steps were taken to create a balanced division of labor among the fifteen members. Despite the scheduling of regular monthly meetings of the Commission and the calling of additional special meetings as the occasion presented itself, it was obvious that the entire Commission could not effectively envelop the scope of the many necessary details. Therefore, the Commission was divided into committees charged with the responsibility of studying major persisting needs of the highest priority. The committees are as follows:

Committee	*Chairman*
Recruitment, Selection, and Training of Special Education Personnel	Miss C. Elizabeth Rieg
Inter-Departmental Coordination of Education and Training Services for Handicapped Children	Mr. R. Kenneth Barnes
Financing and State of Maryland Organization of Special Education	Dr. Arthur Dorman

In arriving at this approach, it was further agreed that a system of standing committees and ad hoc committees could best conduct a study of this nature. Therefore, in addition to the above committees, and ad hoc committee composed of the chairman of the standing committees was appointed to draft an over-all report, putting together all of the recommendations. This general report was then reviewed by the entire Commission subject to its approval.

Methods of data collection (eliciting statements and detailed reports from interested parents, community groups, and representatives of local, State, and Federal agencies) included presentations before the entire Commission, presentations at public hearings, presentations before the individual study committees, appointment of consultants to the various study committees, and the receipt of pertinent literature from selected sources throughout the United States at the request of members of the Commission.[2]

Because of the overwhelming response by the public to the Commission's request for information, through their willingness to support its work and the request for its publications, the Commission has agreed to take measures to insure continued public participation and dissemination of information. These measures will include the publishing of a quarterly newsletter, organizing orientation meetings on the purposes of the Commission for representatives of community groups interested in programs and services for the handicapped, and continuing to include cognizant and interested citizens as study consultants to the Commission's study committees.

RECOMMENDATIONS

Mindful of the basic functions of the Commission, particularly to oversee the implementation of the developmental plans suggested in the November 1966 report, the members have agreed to include specific recommendations despite the brief period since its establishment.

Since this report is regarded as interim in nature, the following recommendations have been selected for presentation at this time. The Commission members feel consideration should be immediate, because of the pertinency to the development of future plans for our handicapped citizens. Recommendations are not presented in any rank order.

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[2] See Appendix II for a listing of respondents to the Commission's request for information. Acknowledgements to Mrs. Elizabeth Clopper, Supervisor of Special Education, Washington County Board of Education and Mr. Ralph Wachter, Cecil County Board of Education who acted as consultants to the study committee on Recruitment, Selection, and Training of Special Education Personnel.

THE ESTABLISHMENT OF A GOVERNOR'S INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE ON THE HANDICAPPED

To answer the need in Maryland, the members of the Commission propose the establishment of a Governor's Interdepartmental Council on the Handicapped and Advisory Committee focusing its attention on all handicapped citizens of Maryland and all the necessary programs and services needed to serve them.

One of the most critical factors in the improvement of programs and services for Maryland's handicapped citizens is the need for greatly increased communication and coordination among the various agencies. The lack of communication and coordination may very well impede the progress of the State in programming for the handicapped. During the course of the work done by the ad hoc Commission and the present Commission, this view was cited repeatedly.

The ever increasing number of various advisory groups, committees, commissions, and task forces both on local and State levels, in addition to expanded official departments, have compounded and complicated the problem of achieving an effective means of communication. In many instances, the basic means of communication and coordination among the various groups and governmental departments are, at best, informal. Overlapping membership of certain individuals in various groups and the degree of the individual's motivations are often stated as examples of communication and coordination. However, to rely on this means is rather time consuming, limited, and unpredictable.

Reportedly successful examples of existing coordinative and integrative efforts are the Illinois Commission on the Handicapped, the New York Interdepartmental Health Resources Board, and the Minnesota Interagency Commission on the Handicapped. Each of these groups, composed of professional persons representing various state agencies and members of lay groups, has attempted to coordinate and integrate state and community programs for the handicapped.

Up to this time, one attempt has been made to provide inter-agency coordination. Senate Bill 363 which proposed a "Governor's Interdepartmental Commission and Advisory Council on the Handicapped" remained in Committee. The Joint 1967 House Resolution No. 3 which recommended a State Interdepartmental Coordinating Committee also did not receive final positive action to the point of implementation.

It is suggested that the Governor establish an Interdepartmental Council on the Handicapped to consist of the following agencies: Department of Welfare, Department of Education, Health Department, and Mental Hygiene Department. In view of the extreme importance of the Special Educational and Vocational Rehabilitation areas, it is recommended that these be represented on the Council by two ex officio members not having voting privileges. Membership to the Council need not be limited to departments represented in the Council, but may include other state agencies having major interest in a specific area of service or activity.

The executive order establishing this Council should delegate the following responsibilities to it: (1) to conduct joint study, planning, and program development between and among departments; (2) to serve as an organized medium of exchange of information among member agencies

and to develop specific solutions to problems concerning each; to develop philosophies and policies that underline their problem operations; to suggest the development of new programs in individual agencies that may relate to or possibly serve or be served by operations in other agencies; (3) to consider new aspects of problems of the handicapped facing the State and to develop appropriate approaches or recommendations as indicated; (4) to establish a framework for interdepartmental consultation; (5) to study problems of personnel recruitment and training in the various professional disciplines utilized by departments.

The Council should be provided with full time professional and secretarial staff assistants who should be attached to the Governor's Office. In addition, the executive order authorizing the Council should request any State department or agency represented to provide such resources, including personnel, assistance, and data that would enable the Council to carry on its activities properly. The Council should be required to meet once a month, to act on regularly scheduled agenda items, review committee action referred to it, and discuss interdepartmental problems. The Council's chairman should be the appropriate Governor's Program Executive.

Assuming the establishment of the Council as described, it is recommended that there be established an Advisory Committee to the Council to be composed approximately of 12 members to be appointed by the Governor, drawing on 6 individuals pre-eminent in their professions—but not members of the Governor's Interdepartmental Council on the Handicapped or staff members of any other state agency—and including a member of each of the Houses of the General Assembly, at least one cognizant citizen who is a parent of a handicapped child, and three others who have by reason of demonstrated interest shown an awareness of the handicapped.

Of the members of the Advisory Committee first appointed, four shall be appointed for terms of one year, four shall be appointed for terms of two years and four shall be appointed for terms of three years. All terms thereafter shall be for three years.

The members of the Advisory Committee shall annually elect one member to serve as Chairman. The function of the Advisory Committee shall be advisory to the Governor through the Council. Members of the Advisory Committee shall have no vote, but shall be required to attend at least all quarterly sessions of the Council and participate therein. It shall also meet separately, at the call of its Chairman.

It is assumed that the Council and the Advisory Committee, after serving in their new capacity may elect to create task forces for problem areas which may include—mental retardation, communicative disorders, emotional disturbances, and physical disabilities.

The legislative proposal in resolution form is found in Appendix III of this report.

THE APPROVAL OF PHASE TWO OF THE COMMISSION PROPOSED FIVE YEAR PLAN FOR STATE FUNDING OF SPECIAL EDUCATION PROGRAMS

The Commission recommends the implementation in fiscal year 1969 of Phase Two of the five year funding plan. The second phase will further improve financial assistance to the counties of Maryland and Baltimore City enabling the continued expansion of existing programs and the development of new programs for handicapped children. The estimated cost of implementation is an additional $6,600,000. Table 1 represents an estimated cost analysis of this phase.

As a result of numerous conferences and hearings, the findings and recommendations of the 1966 Commission's financial plan met with favorable consideration. Phase One of the proposed five year plan of appropriations to encourage and support program development for Maryland's handicapped children was put into operation during fiscal year 1968.

The five year plan rests on principles which suggest the development of a state aid formula which allows for changes in educational costs, the removal of inequities of financial assistance between and among the various special education programs by recognizing cost differences, and the continued evaluation to insure proper encouragement and program development throughout the counties of Maryland and Baltimore City. Complete implementation of the plan is based upon the total reimbursement of excess costs to local school districts in providing special education programs. Excess costs are determinted by subtracting the average cost per non-handicapped pupil on a statewide basis from the average cost per handicapped pupil on a statewide basis.

Indeed, the Maryland State Department of Education established its position commensurate with that of the Commission and the following criteria for determining funding under the Section 241 of Article 77 of the Public School Laws of Maryland as amended by Chapter 374, House Bill 245 of 1966 in an informational release herein quoted:[3]

"1. That it be phased in over a 5-year period

2. That it provide encouragement to local school districts to expand their special education programs

3. That full tuition costs for special cases of multiple-handicapped children be paid.

I. Implementation over a 5-year period

In terms of all other anticipated programs of education in Maryland, it would seem feasible to phase the program in over a 5-year period. During FY68 the recommended funding is $4,707,500. This represents approximately 23% of the presented estimated cost if the total funding were implemented in FY68. Assuming a projected 25% cost increase thru FY72 it may be anticipated that the total funding excess costs at that time would be approximately $26,000,000. This would suggest approximately at $5,500,000 excess cost increase each year thru FY72. Such an estimate may be low since it is anticipated that with increased funding as directed in House Bill 245 more children would be identified and, therefore, a resultant expansion of program and facilities would occur.

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[3] Maryland State Department of Education, *Recommendations for Partial Implementation of House Bill 245 in FY68*, January 1967.

II. Encouragement to local school districts

It is our firm belief that local school systems should be encouraged to provide programs for all handicapped children. In support of this philosophy we recommend the additional financing as herein proposed. The proposal recommends the additional allocation of $200 for each severely handicapped child in the Maryland public schools and the nonpublic schools in and out of Maryland. The total cost for each nonpublic school child would then be $800 and for the public school child $800 plus basic foundation aid.

The Educable Mentally Retarded Children have not received State support beyond the basic foundation aid. It is recommended, therefore, that additional support of $100 per child be provided. This is 20% of the estimated $500 of excess cost per child for FY68.

Itinerant services personnel and speech and hearing therapists, teachers of the visually impaired serve children by removing them from the regular classroom for short periods of time on a scheduled basis. It is estimated that the excess cost factor for each child is approximately $125. On the basis of phasing in over a 5-year period, it is recommended that $25.00 be allowed for each of the estimated 12,000 children plus basic aid.

III. Full Tuition Costs for Special Cases

House Bill 245 allows 100% payment tuition costs for all nonpublic school handicapped children. It is recommended, however, that during FY68 only extreme cases be provided 100% support. Such cases would include the most seriously multiple-handicapped children for whom tuition costs are exceptionally high. Due to a limited incidence of such cases, it is highly unlikely that the State will be able to provide adequate program and facilities in the near future. Children included in such categories would be the deaf-blind, the deaf-cerebral palsied, the blind-cerebral palsied, and a few exceptional cases when the above handicaps are in combination with severe mental retardation. Each of these cases will be given individual consideration and recommendations made to the State Board of Education for their approval.

To date approximately 45 such cases have been identified. A review was made of the costs of private facilities caring for the severely handicapped children indicating an average cost per child of approximately $6,500."

Phase One, presently in operation, represents the first major attempt at updating the funding of special education programs by the State of Maryland since 1950. Its implementation has already given evidence of partially accomplishing the principles already cited. Table 2 is a cost analysis of Phase One.

TABLE I

An Illustrative Cost Estimate to Implement a State-Wide Special Education Funding Plan*

	(a) Type of Handicap	(b) Number of Pupils (F.Y. 1969 Estimates)	(c) Total Average Cost per Handicapped Pupil	(d) Total Average Cost per Non-Handicapped Pupil	(e) Excess Cost per Handicapped Pupil (c-d)	(f) Total Excess Cost-Commission Plan for State Funding (b x e)	(g) Proposed State Funding
Public School Programs (Section 241 (b))	Multi-and Severely Handicapped	8,897	$1,660	$660	$1,000	$ 8,897,000	$ 8,897,000(1)
	Educable Mentally Retarded	21,272	1,100	660	440	9,359,680	4,254,400(2)
	Home and Hospital	3,113	960	660	300	933,900	880,000
	Pupils Served by Itinerant Personnel	20,400	860	660	200	4,080,000	965,750(3)
	Total-Public Schools	53,682				23,270,580	14,997,150
Nonpublic School Programs (Section 241 (c))		2,047				3,684,600	2,047,000(1)
GRAND TOTALS		55,729				26,955,180	17,044,150
Additional State Investment for Commission Plan—Public School Programs						8,273,430	
Nonpublic School Programs						1,637,600	
Total Additional Investment to Implement Commission Plan—Based on Total Reimbursement of Excess Costs						9,911,030	

(1) $1000 per pupil
(2) $ 200 per pupil
(3) At maximum caseload of 80 (19,315) x $ 50

* Cost estimated provided by the Maryland State Department of Education, October 1967

TABLE 2

An Illustrative Cost Estimate to Implement a State-Wide Special Education Funding Plan*

	(a) Type of Handicap	(b) Number of Pupils (F.Y. 1968 Estimates)	(c) Total Average Cost per Handicapped Pupil	(d) Total Average Cost per Non-Handicapped Pupil	(e) Excess Cost per Handicapped Pupil (c-d)	(f) Total Excess Cost-Commission Plan for State Funding (b x e)	(g) Present State Funding
Public School Programs Section 241 (b))	Multi-and Severely Handicapped	7,328	$1,500	$600	$900	$ 6,595,200	$ 5,862,400(1)
	Educable Mentally Retarded	19,639	1,000	600	400	7,855,600	1,963,900(2)
	Home and Hospital	2,811	880	600	280	787,080	750,000
	Pupils Served by Itinerant Personnel	18,492	800	600	200	3,698,400	360,600(3)
	Total-Public Schools	48,270				18,936,280	8,936,900
Nonpublic School Programs (Section 241 (c))		1,876				3,283,000	1,500,800(1)
GRAND TOTALS		50,146				22,219,280	10,437,700
Additional State Investment for Commission Plan—Public School Programs						9,909,380	
Nonpublic School Programs						1,782,200	
Total Additional Investment to Implement Commission Plan—Based on Total Reimbursements of Excess Costs						11,781,580	

(1) $ 800 per pupil
(2) $ 100 per pupil
(3) At maximum caseload of 60 (14,424) x $25

* Cost estimated provided by the Maryland State Department of Education, October 1967

THE STRENGTHENING OF THE SPECIAL EDUCATION SECTION OF THE MARYLAND STATE DEPARTMENT OF EDUCATION

We recommend that the Maryland State Department of Education assume an active role of leadership and provide competent guidance as a prerequisite in developing an optimum State wide program for all handicapped children. This is recognized as a major axiom.

The Commission is encouraged by the recent progress in the increased number of staff assigned to the Special Education Section of the Division of Instruction. The present staff includes a coordinator of special education, four general supervisions (each assigned and presently working in a specific region of the State), a supervisor of institutional programs, a supervisor of speech and hearing programs, a supervisor of work study programs, and an assistant supervisor in charge of fellowships, traineeships, and institutes.

However, much needs to be explored in the organization and expansion of a comprehensive special education program. The following recommendations should be considered in accomplishing this:

A. A continual appraisal and evaluation of the organizational placement and status of the special education programs should be included in Maryland State Department of Education planning. Although the recently completed study of the organizational structure of the Maryland State Department of Education by Booz, Allen and Hamilton did not specifically give recommendations pertinent to the organization of special education programs, the Commission recommends that the administrative and supervisory responsibilities of that program be further studied.

B. A continual appraisal and evaluation of the operational policies, program structure, and personnel assignment should be conducted within the Special Education Section. The rapid acceleration of programs and services, the dynamic nature of the field of special education, the recent increments of knowledge, and the ever-evolving philosophies are factors which require constant attention.

C. An immediate and concerted effort should be given to areas of responsibility already listed on pages 8 and 9 of the Commission's 1966 Report. Although these responsibilities were originally listed with reference to a proposed creation of a division of special education, they are pertinent and should be given top priority by the staff of the present Special Education Section. They are:

1. Frequent visits to programs in progress.
2. The taking of a periodic census with respect to special education in the several counties and the State.
3. Provision of imaginative leadership which will determine and meet the unmet needs and will follow up programs already initiated.
4. Assistance to counties in recruitment of personnel.
5. Promotion of regional and inter-county programs where needed.

6. Development of in-service, educational programs for the State department and local administrative, supervisory and consultant personnel leading to accreditation for such programs.

7. Assumption of leadership in promoting the establishment of residential centers, day care center, nursery schools for certain types of children needing pre-school facilities, and other educational facilities for handicapped children in the community as well as in institutions.

8. Promotion, support and coordination of training programs in the State colleges, including encouragement of concentration in specific areas of specialization by individual educational institutions if this is necessary to avoid duplication.

9. Establishment and support of educational councils on a State-wide basis for each broad area of disability, and, when necessary, providing them with the services of knowledgeable professional and lay personnel to assist in program planning and development.

10. Knowledgeability and current familiarity with national research efforts and with demonstration programs in the area of special education.

11. Communication with the several State departments which have programs involving school age children and provision of educational services when necessary.

12. Promotion of communication between the counties and State supported institutions with programs for the handicapped. This would include the arrangement of transportation, when necessary, to assure maximum utilization of all facilities in the various parts of the State despite artificial political boundaries.

13. . . . find, receive information on, evaluate and coordinate Federal monies allocated or available to Maryland in the area of special education.

14. Familiarity with and publication of current and complete information concerning Federal as well as State and private financial assistance programs, and helping qualified Marylanders and Maryland agencies in general to benefit from such programs.

THE IMMEDIATE INAUGURATION OF LOCAL AND STATE RECRUITMENT PLANS FOR SPECIAL EDUCATION PERSONNEL

To be effective, we recommend that the State Department of Education and the local school districts embark upon a comprehensive special education recruitment program which prescribes to a variety of approaches directed at many groups of individuals. Some of the media which can be applied to alert and inform prospective personnel are informational releases, newspapers, radio, television, speaker's bureaus, and a variety of visual aids.

The value of special education programs depends to a significant degree on the quality of the teaching staff. If we are to achieve quality programs for handicapped children throughout Maryland, considerable attention must be given to recruitment, selection, and training of special educational personnel.

The critical shortage of professionals in all areas of special education has imposed a serious problem to the expansion of existing programs and the initiation of new programs for our children. If this problem is to be solved, one of the preliminary considerations must be that of encouraging the development of a highly organized approach to the recruitment of prospective personnel at various levels. This would include a program to interest and involve young people attending secondary schools, regularly trained elementary and secondary teachers who indicate a special interest and aptitude for working with children with special learning problems, and individuals from the community who are interested in receiving specialized training.

A carefully planned recruitment program must be studied and put into operation as expeditiously as possible. In many instances, individuals who have the potential for making valuable contributions to the education and training of handicapped children are unaware of the opportunities in the field of special education. These same individuals learn about special education programs purely on a chance basis.

The Federal government has already recognized this problem and has recently amended Part B of Title V of the Higher Education Act of 1965, now known as the Education Professions Development Act of 1967. It authorizes grants to local school districts to assist in recruiting, selecting, and training potential personnel. Under a state plan to be approved by the United States Office of Education, the Maryland State Department of Education may then make grants available to the local school districts on approved application.

STUDENT LOANS AND SCHOLARSHIPS FOR PROFESSIONAL TRAINING OF SPECIAL EDUCATION PERSONNEL

In order to implement the proposed recruitment program and to make selection of qualified personnel feasible, the Commission is supporting the newly revamped and expanded State student loan plan. Students must be given the opportunity to learn about special education's career possibilities. When financial barriers are imposed, scholarships, grants, and loans should be made available to encourage all interested potential personnel.

The recommendation for a loan program comes mainly after considering the State's costs in operating any financial assistance plan. Last year, approximately $10,000,000 was spent in scholarship aid. In the next five years, the cost will be up to $12,000,000. However, if monies were loaned to the student, the current repayment plan establishing a revolving fund would only cost the State $1,000,000.

The student loan program is available to any resident of Maryland attending a school accredited by the State's acknowledged approval agency, including those institutions of higher learning located outside the State. Undergraduates are eligible to receive up to $1,000 per year, while graduate students are entitled to borrow up to $1,500 per year. If the applicants adjusted annual family income is less than $15,000, no interest is collected during his stay in school and for nine months thereafter. Beginning the tenth month, a 6% simple interest rate requirement must be met with the Federal government covering one-half.

A combination plan being offered by the Maryland Higher Education Loan Corporation's proposed model would begin with the routine student loan procedure. After the borrower has proven his ability to perform adequately, i.e. maintained sufficient grades or otherwise demonstrated his capabilities, the loan is replaced with a grant. In this manner, the student is freed of the responsibility of completely repaying the loan and can continue his education with the grant money.

To supplement the loan plan being produced by the Maryland Higher Education Loan Corporation, the Commission has given secondary consideration to a scholarship program. It is felt that although loans are more economical to operate, the picture is incomplete without alluding to state scholarships for special education personnel.

The 1967 House Bill No. 11, which was dropped after its first committee reading during the last General Assembly session, establishes a program to be administered by the State Scholarship Board. Under this plan, traineeships would be given in amounts of not more than $1,500 per year and fellowships of not more than $3,000 per year. The recommended legislation requests $100,000 be made available in fiscal year 1968 to provide initially 20 traineeships and 25 fellowships in undergraduate work.

The student's obligation is to teach in the State for not less than two years and must be performed within two years after graduating from the educational institution specified by the grant.

Through this kind of financial assistance, the opportunities are broadened to include a greater amount of people interested in educating the handicapped child. The Commission urges the expansion of scholarship programs, as well as student loan plans, to insure reaching the maximum number of potential personnel.

The legislative proposal concerned with scholarships for professional training of special education personnel is found in Appendix IV.

THE ESTABLISHMENT OF A STATE PLAN FOR THE PREPARATION OF SPECIAL EDUCATION PERSONNEL

The Commission strongly urges that the Maryland State Board of Education, Regents, and Trustees for State Colleges encourage the establishment of an association through which the colleges, universities, and local school systems collectively plan and coordinate the use of their respective facilities in developing programs of special education throughout the State.

Such collective planning by the representatives of Maryland's colleges, universities, and local school systems need not be confined to intra-state enterprises but could enhance the possibility of available inter-state training facilities. The point of inter-state cooperative planning is in recognition of the extremely limited professional preparatory opportunities for training in certain areas of exceptionalities, areas which do not develop with the same frequency as others. For example, no Maryland colleges or universities offer a total sequence of courses for educating teachers in areas of the blind, the deaf, and certain types of the multiple-handicapped. Large regional planning which encompasses several states has been accomplished to meet this need. The Southern Regional Education Board, assisting states in the South and Southwest, and the Western Interstate Commission on Higher Education, serving eleven western states, are excellent examples of interstate planning of highly specialized training programs. These organizations conduct surveys, recommend the development of services on a geographic basis to best serve the area, and provide consultant assistance in special education and related disciplines.

The goal of the recommended association of Maryland colleges, universities, and local school systems is to create an organized effort in the preparation of teachers and other professional personnel in such a manner as to provide training programs in a variety of exceptionalities reaching every geographic area of the State. Without an organized approach, we have and, predictively, shall continue to witness fragmented and/or repetitious approaches to the preparation of professional personnel.

THE INCORPORATION OF SPECIAL EDUCATION OR REMEDIAL EDUCATION COURSE CONTENT IN THE TRAINING PROGRAM OF GENERAL CLASSROOM TEACHERS

It is recommended that educational institutions include in their curriculum for general classroom teachers an orientation to special education course content.

This recommendation recognizes that in many instances the general classroom teacher is not sufficiently prepared to deal with children who, often found in his classroom, present a varying degree of behavioral and learning problems. This is another way of saying that it is not sufficient to rely on the general developmental program of the school to achieve maximum results with these children. The pursuit of quality education requires an efficient developmental program, but it also requires special or remedial educational assistance for those children in regular classrooms who could achieve at a higher level if given additional instruction. The inclusion of special education course content in general teacher training programs could enable educators to add a preventive aspect in avoiding problems well before marked symptoms of behavioral and learning disabilities develop.

The recommended course content should provide general classroom teachers with an orientation to various kinds of learning problems children exhibit, an overview of educational diagnostic procedures, and an awareness of the variety of materials and techniques useful in working with children with learning problems. Teachers should know what auxiliary services are available both within the school system and the community, and what kind of help and support these services can provide for the child, the teacher, and the parents.

Teachers who are sensitized to recognize individual differences in children are apt to early identify these children with learning problems and ask for appropriate services.

A REAPPRAISAL OF STATE CERTIFICATION STANDARDS FOR SPECIAL EDUCATION PERSONNEL

The Commission supports the recommendation of the Committee on Certification appointed by the Maryland State Board of Education which requests the establishment of a Professional Standards Board advisory to that body. This Board would review the certification requirements on a continuous study basis.

Most would agree that certification standards should be developed through the joint efforts of local and state departments of education as the consumers and the colleges and universities as the producers of professional personnel. It is further recognized that the development of these standards is the mutual concern of the schools, the institutions of higher learning, and the professional groups concerned with the education of handicapped children.

The dynamic nature of special education evidenced over the past decade requires continuous study to determine the current relevance of certificatory standards and to assure that they remain in accord with the gains in knowledge and evolving philosophies. For example, flexibility in personnel certification should be encouraged when experimental personnel preparatory programs or experimental teaching programs exist, provided the college, university or school district has an accredited program and provided the experiment is founded on a sound theoretical basis with appropriate controls and safeguards.

CONCLUSION

The Commission has emphasized eight priority recommendations on the way to developing an orderly plan for an optimal, comprehensive, State-wide educational program for Maryland's handicapped children. Commission members have been somewhat encouraged by the knowledge that their study has already stimulated advances along the lines of the cited recommendations.

The forward direction that Maryland has already adopted in terms of educational development is noteworthy. Progress has been seen in the expansion of existing programs and the initiation of new special education programs and services. However, if national estimates of prevalence of handicapped children in need of special education programs within a given school-aged population are applied to that of Maryland, at least 10% or 83,000 of her 830,000 children require and should be the recipients of one or more such programs.

According to figures provided to the Commission by the Maryland State Department of Education, as of September 30, 1967, there were 48,270 children enrolled in public schools and receiving direct special education programming. In addition, 1,876 handicapped children were enrolled in non-public school programs of special education. Admittedly, the total of 50,146 children does not include those who are receiving a variety of directly or indirectly related special services not reported to the Maryland State Department of Education. Nevertheless, these figures are indicative of the present magnitude of the problem and the many unmet educational needs of our children.

It should be noted here that Maryland's rubella epidemic of 1963-64 will have a compounding effect on the already existent problem of providing adequate special education facilities and programs. This epidemic is estimated to have produced hundreds and possibly thousands of children in the State of Maryland who will probably need a variety of special education programs and services. These children are presently of preschool age and need further identification, diagnoses, and remediation as soon as possible. They will become of school age at about the same time and will present problems in any or all of the areas of vision, hearing, heart defects, intellectual capacity, and physical stature. Unless immediate attention is given to this situation, existing facilities and programs, in many instances already overloaded, will be severely strained in a very short period of time.

The Commission urges that its recommendations be given utmost consideration as essentials in the establishment of an optimum State-wide program for all handicapped children.

The present decade has produced a keen awareness of the handicapped child and has accomplished many modifications in theory and practice. To the handicapped child of past years we owe the awakening which dawns a new era for all children of coming years. The State of Maryland with her many resources and her willingness to invest in the development of those resources and the betterment of her people should rise to meet the challenge of the handicapped child.

Respectfully submitted,

Edward M. Akers
R. Kenneth Barnes
Richard A. Batterton
Dr. Frederick J. Brown, Jr.
Dr. Edward Davens
Dr. Jerome Davis, *Chairman*
Dr. Arthur Dorman
Honorable Louise Gore
Mrs. Lyle Blaine Gray
Honorable Ernest A. Loveless
Miss C. Elizabeth Rieg
Mrs. Wilbur P. Ulle
James A. Vidmar
Dr. T. Glyne Williams
Herbert J. Wolfe

APPENDIX I

The following 1967 Joint House Resolution is also a recommendation of the Governor's Commission on the Educational Needs of Handicapped Children. It requests the establishment of another more permanent Commission on the Educational Needs of Handicapped children which would have a small staff and budget. The new Commission would exist to oversee the implementation of the development plans suggested in the 1966 Commission's report and to study programs in other states and help to guide Maryland in the development of an optimum statewide program.

HOUSE JOINT RESOLUTION NO. 4

Joint Resolution requesting the Governor to appoint a Commission to continue and to extend the work of the 1966 Governor's Commission to Study the Educational Needs of Handicapped Children in Maryland.

WHEREAS, the Governor's Commission to Study the Educational Needs of Handicapped Children, after intense study and lengthy consideration, has prepared a report including many constructive recommendations for the improvement of the State's Special Education Program for all of Maryland's mentally and physically handicapped children; and

WHEREAS, there is a need to establish a more permanent Commission to study, pursue, expand, and extend the work of the 1966 Commission and to provide for the development of Maryland's Special Education Program under the five year plan outlined in the report of the said Commission; and

WHEREAS, this Commission should have a professional staff to conduct needed research for the Special Education Program; and

WHEREAS, such a Commission should have a tenure sufficient to fully accomplish its work; and

WHEREAS, the Commission should be composed of individuals familiar with the problems of handicapped children, now, therefore, be it

Resolved by the General Assembly of Maryland, That the Governor is requested to appoint a Commission to continue the work of the Governor's Commission of 1966 to Study the Needs of Handicapped Children, such Commission to be active for at least five years, the members to serve for alternating terms in the discretion of the Governor, and the Commission to be supplied with the necessary staff to accomplish the responsibilities set forth in this resolution; and be it further

Resolved, That the Commission be composed of representatives of the State Departments of Education, Health, Juvenile Services, Mental Hygiene, and Public Welfare and the Division of Vocational Rehabilitation, a member of the staff of an independent voluntary school for handicapped children, two representatives from the public school systems of the several political subdivisions, a representative from the School for the Blind or the Maryland School for the Deaf, two interested and cognizant citizens (at least one of whom is a parent of a handicapped child), a member of each of the Houses of the General Assembly, and a Juvenile Court Judge, and be it further

Resolved, That the Governor is requested to provide in the supplemental budget for fiscal year 1968 or from contingent funds at his disposal the sum of $35,000 for the said Commission in fiscal year 1968 for professional personnel, necessary supplies and services.

APPENDIX II

RESPONDENTS TO THE COMMISSION'S REQUEST FOR INFORMATION

Dr. Ruth Alice Asbed.....Chief, Division of Maternal and Child Health, Montgomery County Health Department.

Dr. Sol Berlin.....Director, Speech and Hearing Division, Towson State College.

Dr. B. Lucile Bowie.....Professor, Department of Human Development, University of Maryland.

Dr. Lester Caplan.....Co-Chairman, Public Health Committee, Maryland Optometric Association.

Mr. Jay Cherry.....Associate Professor, Speech Pathology, Mt. St. Agnes College.

Sister Christopher.....Teacher, St. Francis School for Special Education, Baltimore, Maryland.

Dr. Raymond Clemmens.....Director, Children's Evaluation Clinic, University Hospital.

Mr. B. Melvin Cole.....Program Executive for Educational Affairs, State of Maryland Executive Department.

Mr. Reade W. Corr.....Superintendent of Schools, Board of Education, Kent County.

Miss Lois V. Cox.....Principal, Maryland School for the Blind, Baltimore, Maryland.

Sister Damian.....Principal, St. Elizabeth's School, Baltimore, Maryland.

Mr. A. B. Dean.....Supervisor of Pupil Personnel, Board of Education, Garrett County, Maryland.

Mr. David M. Denton.....Superintendent, Maryland School for the Deaf, Frederick, Maryland.

Mr. Virgil O. Dolly, Jr. .....President, Association for Retarded Children, Prince George's County.

Mrs. Drury Dragon.....Director, United Cerebral Palsy Association, Inc., Prince George's County.

Sister Elaine of All Saints.....Director, St. Gabriel's Home, Baltimore, Maryland.

Dr. Randle Elliott.....President, Hood College, Frederick, Maryland.

Dr. Homer O. Elseroad.....Superintendent of Schools, Board of Education, Montgomery County.

Mr. George W. Fellendorf.....Executive Director, Alexander Graham Bell Association for the Deaf, Washington, D. C.

Dr. Joseph Fenton.....Special Assistant to the New York State Interdepartmental Health and Hospital Council, New York.

Dr. James Gallagher.....Associate Commissioner, Bureau of Education for the Handicapped, U. S. Office of Education, Washington, D. C.

Dr. Mary L. Gardner.....Assistant Director, Division of Crippled Children, Prince George's County Health Department.

Mrs. Virginia Gilmer.....Staff Coordinator, International Parent's Organization, Alexander Graham Bell Association for the Deaf, Baltimore, Maryland.

Mr. Milton Goldman.....Director, Jewish Family and Children's Service, Baltimore, Maryland.

Dr. John A. Grant.....Chief, School Health Section, Division of Maternal and Child Health, Maryland State Health Department.

Mr. Gary Gray.....Supervisor of Special Education, Maryland State Department of Education.

Mr. Jack Grosman.....Associate Professor, Special Education, Coppin State College, Baltimore, Maryland.

Dr. Edith Grotberg.....Professor of Special Education, American University, Washington, D. C.

Dr. Janet B. Hardy.....Associate Professor and Director of the Collaborative Project on Cerebral Palsy, Johns Hopkins, Hospital, Baltimore, Maryland.

Dr. Carl Hassel.....Deputy Superintendent of Schools, Board of Education, Prince George's County.

Dr. Jean R. Hebeler.....Coordinator of Special Education, University of Maryland.

Dr. F. J. Heldrich, Jr. .....Chairman, School Health Committee, Maryland Chapter, American Academy of Pediatricians.

Mr. Charles W. Hill.....Educational Director, Edgemeade School, Prince George's County.

Dr. Wayne Hill.....Superintendent of Schools, Board of Education, Allegany County.

Mr. Wilbur Hoopengardner.....Superintendent of Schools, Board of Education, Caroline County.

Dr. David Jenkins.....Superintendent of Schools, Board of Education, Anne Arundel County.

Mr. George Klinkhammer.....Coordinating Supervisor, Department of Special Education, Maryland State Department of Education.

Mrs. Lucy Kotarides.....Program Director, Special Education, Loyola College, Baltimore, Maryland.

Dr. John Krager.....Director, School Health Services, Baltimore County Health Department.

Mr. Sherman Lazarus.....Project Director, Governor's Study Group on Vocational Rehabilitation.

Mrs. Claudia Lukes.....Board Member, United Celebral Palsy Association of Maryland, Prince George's County.

Mrs. Mary Lupien.....Maryland State President, Council for Exceptional Children.

Dr. T. K. Muellen.....Assistant Superintendent in Instruction, Maryland State Department of Education.

Mr. Merl D. Myers	Assistant Director, Research and Program Development, Maryland State Department of Education, Division of Vocational Rehabilitation.
Dr. Elliot S. Pierce	Chairman, Maryland State Committee on Teacher Certification.
Dr. John Pitts	Chief Director, Maternal and Child Health, Maryland State Department of Health.
Mr. Herman Preiser	Member of the National Autistic Society. Parent of a handicapped child. Ellicott City, Maryland.
Dr. Earl Quay	Director of the Home Service Division, Maryland Workshop for the Blind, Baltimore, Maryland.
Mr. Morris Rannels	Supervisor of Transportation, Maryland State Department of Education.
Dr. J. L. Rhyne	Assistant Commissioner of Health, Baltimore City Health Department.
Mrs. Gertrude Rich	Supervisor of Special Education, Board of Education, Harford County.
Mrs. Leon Rose	Chairman of Education Committee, Baltimore Association for Retarded Children.
Mr. William Sartorius	Superintendent of Schools, Board of Education, Baltimore County.
Mr. George Sawyer	Executive Director, Maryland Association for Mental Health, Inc.
Mr. Morris L. Scherr	Executive Director, Maryland Association for Retarded Children.
Dr. Mary Schanberger	Supervisor of Special Education, Board of Education, Anne Arundel County.
Dr. Gilbert Schiffman	Director of Instruction, Board of Education, Prince George's County.
Dr. Martha Schipper	Director, Maternal and Child Health, Pediatric Consultant, Frederick County Health Department.
Mr. Arthur Seidman	Member, Maryland Association for Children with Specific Learning Disabilities, Baltimore, Maryland.
Dr. James Sensenbaugh	State Superintendent of Schools, Maryland State Department of Education.
Dr. Freeman W. Sharp	Member, Board of Directors, Prince George's County Association for Retarded Children.
Mr. Avrum Shavrick	Principal, Rosewood School, Rosewood State Hospital, Owings Mills, Maryland.
Mr. Harry Shriver	President, Baltimore Chapter, Baltimore Association for Retarded Children.
Mr. Theodore J. Smith	Supervisor of State Aid, Maryland State Department of Education.
Dr. Jean Stifler	Assistant Commissioner, Medical Care Services, Maryland State Department of Health.

Mr. Philip Stromowski	Director of Special Education, Board of Education, Montgomery County.
Mrs. Edna Sultenfuss	President, Queen Anne's County Chapter, Maryland Association for Retarded Children.
Mr. A. Dale Swecker	Supervisor of Teacher Recruitment, Maryland State Department of Education.
Dr. Charles Watson	Chief, Bureau for Physically Exceptional Children, Department of Education, Sacramento, California.
Mr. Charles Willis	Superintendent of Schools, Board of Education, Harford County.
Mrs. Nancy Zastrow	Supervisor of Special Education, Board of Education, Anne Arundel County.

APPENDIX III

PROPOSED JOINT RESOLUTION: GOVERNOR'S INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE ON THE HANDICAPPED

Joint Resolution requesting the Governor to establish an interdepartmental council on the handicapped to act as a coordinating committee of State agencies concerned with all the necessary programs and services for the handicapped citizens of Maryland.

WHEREAS, in the 1966 and 1967 studies made by the Governor's Commission to Study the Educational Needs of Handicapped Children it became apparent to the Commission members that there was a serious lack of communication and coordination among those various agencies; and

WHEREAS, one of the essential and most critical factors in raising the level of Maryland's programs and services for handicapped persons is the need for greatly increased and improved communication and coordination among the various agencies; and

WHEREAS, the same critical factor exists with regard to handicapped persons in general and is not particular to handicapped children alone; and

WHEREAS, this lack of communication and coordination may impair and impede the progress of the State in the increasingly important field of providing programs and services for the handicapped; now, therefore, be it

Resolved by the General Assembly of Maryland, That the Governor of Maryland is requested to create a State interdepartmental coordinating committee to aid in coordination of all the necessary programs and services for all handicapped citizens in the several departments and agencies of the State Government; and be it further

Resolved, That this coordinating committee be known as the Interdepartmental Council on the Handicapped, and that it consists of the Department of Welfare, the Department of Education and the Department of Health and Mental Hygiene; that because of the extreme importance of the areas of special education and vocational rehabilitation, they be represented on the Council by two ex officio members not having voting privileges; that membership on the Council need not be limited to departments represented on the Council but may include other State agencies having a major interest in a specific area of service and activity; and be it further

Resolved, That the Governor is requested that part of the executive order established in the Council should delegate to it the following responsibilities; (1) to conduct joint study, planning, and program development between and among departments; (2) to serve as an organized medium of exchange of information among member agencies and to develop specific solutions to problems concerning each, to develop philosophies and policies that underline their problem operations, to suggest the development of new programs in individual agencies that may relate to or possibly serve or be served by operations in other agencies; (3) to consider new aspects of problems of the handicapped facing the State and to develop appropriate approaches or recommendations to the Governor as indicated; (4) to establish a framework for interdepartmental consultation; (5) to study problems of personnel recruitment and training in various professional disciplines utilized by departments; and be it further

Resolved, That in establishing the Council and fixing its duties, the Governor is further requested to provide full time professional and secretarial staff assistants; that by executive order the Governor is requested to direct all departments and agencies of the State which are participating in the work of the Council, to provide for it such resources, including personnel assistance and data that will enable the Council to carry on its activities properly; that he direct the Council to meet once each month on a regularly scheduled basis, to review its agenda, its activities and interdepartmental problems pertinent to the work of the Council; that he appoint his appropriate Program Executive as the Council's Chairman; and be it further

Resolved, That as part of this activity the Governor is requested to establish an Advisory Committee to the Council, to be composed approximately of 12 members to be appointed by the Governor, drawing on 6 persons pre-eminent in their professions but not members of the Governor's Interdepartmental Council on the Handicapped or staff members of any other State agency, and including a member of each House of the General Assembly of Maryland, at least one parent of a handicapped child, and other persons of ability and distinction in the community; that of the members of the Advisory Committee first appointed, four shall be appointed for terms of one year, four shall be appointed for terms of two years, four shall be appointed for terms of three years and as these terms expire, all shall be for three years each; that the members of the Advisory Committee be directed annually to elect one member to serve as chairman; that the function of the Advisory Committee shall be to act in an advisory and consultative capacity to the Governor through the Council: that members of the Advisory Committee have no vote on the Council but shall be required to attend at least all quarterly sessions of the Council and participate therein; and that the Advisory Committee must meet separately at the call of its chairman; and be it further

Resolved, That the Governor is requested to provide in the supplemental budget for the fiscal year 1969, or from contingent funds at his disposal, such monies as may be necessary for the work of the Council and of the Advisory Committee as outlined in this Resolution.

APPENDIX IV

PROPOSED SCHOLARSHIP BILL FOR PROFESSIONAL TRAINING OF SPECIAL EDUCATION PERSONNEL

AN ACT to add new Section 284L to Article 77 of the Annotated Code of Maryland (1965 Replacement Volume and 1966 Supplement), title "Public Education," to follow immediately after Section 284K thereof, and to be under the new subtitle "Chapter 27D. Scholarships for Professional Training of Special Education Personnel," providing generally for the award of certain traineeships and fellowships by the State Scholarship Board for the professional training of special education personnel.

SECTION 1. *Be it enacted by the General Assembly of Maryland,* That Section 284L be and it is hereby added to Article 77 of the Annotated Code of Maryland (1965 Replacement Volume and 1966 Supplement), title "Public Education," to follow immediately after Section 284K thereof, to be under the new subtitle "Chapter 27D. Scholarships for Professional Training of Special Education Personnel," and to read as follows:

284L.

(a) In addition to any other scholarships that may be awarded or provided under other provisions of this article, there shall be a program for traineeships and fellowships under the provisions of this section. Eligible institutions are those degree-granting institutions of higher education and junior colleges within and outside of this State whose curricula in specialized fields related to the education and rehabilitation of handicapped children are approved for the purposes of this section by the State Department of Education. Eligible recipients shall be persons of good character who have been bona fide residents of Maryland and who are interested in working in programs for the education of handicapped children, for either part-time or full-time study, in programs designed to provide and further the professional skills of special education personnel. Persons to qualify for a traineeship must have earned at least 60 semester hours of college credit and persons to qualify for a fellowship must be graduates of a recognized college or university. Such traineeships shall be in amounts of not more than $1,500 per academic year and fellowships shall be in amounts of not more than $3,000 per academic year except in addition, an additional amount for each grantee may be allowed to any approved institution of higher learning in Maryland for tuition and fees. Part-time students and summer session students may be awarded grants on a pro rata basis. Any person accepting a traineeship or fellowship under the provisions of this section shall furnish a surety bond to the State of Maryland, in an amount and security as are determined by the State Superintendent of Schools in accordance with the provisions of this subtitle. All grants shall be made under rules and regulations prescribed by the State Superintendent of Schools.

(b) Each year, the State Superintendent of Schools shall cause the availability and conditions of scholarships under this section to be made known at colleges and universities both within and outside of this State. Applicants therefore shall submit an application in form prepared by the State Superintendent of Schools which shall demonstrate the applicant's merit and his eligibility under subsection (a) above.

(c) It is the legislative intent of this section that any person who receives and makes use of the traineeships and fellowships provided for herein shall engage professionally in this State for not less than two years in a pertinent public, non-public, or institutional educational or rehabilitational program for handicapped children in this State, and that this service shall be performed within two years after leaving this educational institution specified in the appointee's award, excluding a maximum of four years in military service.

SEC. 2. *And be it further enacted,* That the Governor is requested to include an item in the supplementary budget for fiscal year 1969 in the amount of $100,000 in order to provide initially for traineeships and fellowships as described in Section 1 of this Article.

SEC. 3. *And be it further enacted,* That this Act shall take effect July 1, 1968.